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ABSTRACT

This manual contains an overview of a diagnostic/prescriptive reading program designed to teach basic skills to children in grades one through six and to foster their enjoyment of literature. The elements of the program discussed include the following: individualized skills instruction in phonetic analysis, word recognition, comprehension, structural skills, and word meaning; individualized reading; and free reading. In addition, the manual provides information about the dissemination and adoption of the program, materials for use in training teachers to use the program, and the cost of program replication. A brief discussion of the results of the program is also included. Appendixes contain sample materials, including student profile cards and lesson plans. (FL)

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AIRS Developer-Demonstrator Project

funded to disseminate

AIRS: Andover's Individualized Reading System

Mini Manual

AIRS was evaluated by the American Institute for Research

for the

National Right to Read Effort

(1975)

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cited as one of twelve exemplary

reading programs in the United States

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to promote the exchange of successful

programs within and across state lines

(1977)

The NDN consists in part of school districts

(D/Ds), and state departments of education

(S/Fs), who serve as linking agents between

program developers and potential adopters.

Andover Public Schools
Andover, Massachusetts 01810

CS004699

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
OVERVIEW	1
INDIVIDUALIZED SKILLS INSTRUCTION	1
Phonetic Analysis	2
Word Recognition	3
Comprehension	4
Structural Skills	5
Word Meaning	5
Management	6
Factors Contributing to Success	6
INDIVIDUALIZED READING	7
FREE READING	7
EXPANSION OF AIRS SINCE JDRP VALIDATION	8
DISSEMINATION AND ADOPTION INFORMATION.	8
Visitations	8
Introductory Materials	9
Teacher Training	9
Materials	9
Cost of Replication	10
Results	10
APPENDIXES	
A. Skills Continuum	11
B-1. Comprehensive Lesson Plan Charts	12
B-2. Phonics Test Analysis Sheet	13
B-3. Phonics Test Student Profile Card	14
C-1. Sample Comprehension Lesson	15
C-2. Comprehension Test Analysis Sheet	17
C-3. Comprehension Student Profile Sheet	18
C-4. Comprehension Prescription Sheet	19
C-5. Comprehension Class Record Sheet	20
D. Sample Structural Skills Lesson	21
E. Sample Word Meaning Lesson	22
F. Sample Individualized Reading Card and Teacher's Role	23
G. Language Arts Continuum	24
H. Excerpts from Southern Berkshire Regional School District, Massachusetts	25

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Sheila LaMontagne, Author
Jane Markiewicz, Author
Nancy Hurley Smith, Author
Esther L. Campbell, Author
Maureen Mangiaglia, Contributing Author
Mary Lou Shea, Contributing Author

Respectfully,

Esther L. Campbell, Director
AIRS Developer-Demonstrator Project

Theresa Gaffny Murphy, Reading Supervisor
Program Developer

Developer-Demonstrator Sites:

Bancroft Elementary School	John A. Coyle, Principal Katherine Costello, Reading Specialist
Doherty Elementary School	Lois Haslam, Principal Maureen Mangiaglia, Reading Specialist
Sanborn Elementary School	Joseph Normandy, Jr., Principal Sheila LaMontagne, Reading Specialist
Shawsheen Elementary School	Isabelle Dobbie, Principal Nancy Hurley Smith, Reading Specialist
South Elementary School	John Woodward, Principal Jane Markiewicz, Reading Specialist
West Elementary School	A. Eugene Frulla, Principal Mary Lou Shea, Reading Specialist

CONTACT: Program Director
Jackson School
Andover, Massachusetts 01810

O V E R V I E W

In 1972, students in the elementary schools in Andover, Massachusetts, were introduced to a new reading program that had been developed by the elementary Reading Specialists in Andover.

The program was designed to serve 2,500 pupils in grades one through six in all of Andover's elementary schools. Known as "Andover's Individualized Reading System (AIRS)," its name reflects the emphasis on individualized instruction. Each student studies, at his own developmental rate, only the basic reading skills he needs, eliminating unnecessary instruction. It also provides for extra reinforcement of specific skills for individual students who may need it.

One of its major goals is to provide an opportunity within the language arts program for students at all levels of achievement to read books of their own choice -- for discussion and for pleasure reading. Literature groups are an extension of the reading skills program building the basis for reading as a lifelong activity.

To promote this, the curriculum includes the following segments:

I. ANDOVER'S INDIVIDUALIZED SKILL INSTRUCTION provides individualized instruction for each student. Instruction may be based on the results of pretests which are available to be used to prescribe specific programmed lessons to meet the students' needs.

In the beginning reading stages (grades one and two) all lessons are teacher-directed. At higher levels, skills lessons may be teacher-directed for groups identified as needing a more highly structured presentation. Follow-up activities and practices are completed as a group or independently, as indicated by the students' abilities: children who have demonstrated by past achievements their ability to work independently, may work on skills individually (under supervision). Conversely, all materials can be entirely teacher-directed for more highly structured classes.

There are five broad areas of skills instruction (Appendix A):

1 - Phonetic Analysis: The phonetic skills lessons are keyed to the Economy Keys to Reading Levels 1 - 5 for grades one and two. AIRS Comprehensive Lesson Plan Charts direct the teacher in the integration of the reading, writing, and spelling of the elements presented in the basal series.

Practice worksheets, phonics workbook pages, and facsimile pages from selected publishers' workbooks provide concentrated reinforcement for each element taught. While periodic testing provides continual evaluations, close monitoring during the instructional periods helps assure success in one lesson before continuing to the next.

In addition to the basals, materials for the Phonetic Analysis program include:

Teachers' Manuals -

-Integrated Reading, Writing, and Spelling - coordinates AIRS components with Economy Keys to Reading

-Phonics Resource Book - contains word lists classified by each phonetic element taught

-Phonics Manual - an instructional guide for reinforcement teaching of each phonetic element

-Structural Skills (AIRS Level V) - contains generalizations with lessons and follow-up activities

-Comprehensive Lesson Plan Charts - integrate all components of the phonetic program (Appendix B-1)

Students' individual tests with accompanying analysis sheets and student profile cards are the consumable components of this area. (Appendixes B-2, B-3)

2 - Word Recognition - (AIRS Levels III-VIII: Pre-primer - 4th Reader)

Words chosen from all most commonly used sight vocabulary word lists have been compiled and arranged in accordance with the sequence of phonetic skills introduced. Lists averaging 2[illegible] words each are packaged in AIRS Levels III-VIII, the number of lists determined by the words at each level. Three sets are provided: lists with primer type for student study sheets, lists on oak tag (laminated) with the same words in scrambled order for individual testing, and a teacher's response sheet with words in the same order as the testing sheet. The presentation and method of study for these words can be by individual teacher's choice.

Sight Vocabulary Word List
Teacher's Response Sheet
(Reduced)

1977 ANDOVER INDIVIDUALIZED READING SYSTEM AIRS Level VII

Word Recognition Scoring Sheet

AIRS Instant Words

Directions: Use the following codes in response column

Pupil _____
Date(s) _____
Teacher(s) _____

Response	Test Word	Code
Correct	the	(leave space blank)
Mispronunciation	boat	M-bo-at (write word said)
Substitution	like	S-lick (write word said)
Refusal(after 5 sec)	minute	R

Mastery 90% 285/316
Total Correct _____
_____%

Group 1	Response	Group 2	Response	Group 3	Response
1. captain	_____	1. load	_____	1. distance	_____
2. awful	_____	2. disappoint	_____	2. machine	_____
3. queen	_____	3. although	_____	3. heart	_____
4. address	_____	4. castle	_____	4. cause	_____
5. ought	_____	5. against	_____	5. already	_____
6. lesson	_____	6. beg	_____	6. golden	_____
7. silent	_____	7. rang	_____	7. apart	_____
8. lift	_____	8. age	_____	8. parent	_____
9. fresh	_____	9. list	_____	9. reason	_____
10. desk	_____	10. paid	_____	10. alive	_____
11. disappear	_____	11. fed	_____	11. American	_____
12. decided	_____	12. discover	_____	12. everybody	_____
13. fur	_____	13. palace	_____	13. appear	_____
14. direction	_____	14. skin	_____	14. pasture	_____
15. carrot	_____	15. alarm	_____	15. slip	_____
16. form	_____	16. gasp	_____	16. refuse	_____
17. raise	_____	17. size	_____	17. crown	_____
18. frog	_____	18. lump	_____	18. cent	_____
19. pack	_____	19. gift	_____	19. among	_____
20. radio	_____	20. cattle	_____	20. grain	_____
No. Correct	_____		_____		_____

© Andover's Individualized Reading System 1977

3 - Comprehension - (AIRS Levels V-X: First - Sixth Reader)

The formal comprehension skills program begins as the student reads the first reader. Through the phonetic analysis program and the word recognition program at this level, phonetically regular words and sight words found in any basal at that level can be read by the student.

Student skillbooks have been prepared using appropriate vocabulary for each level. The skillbooks contain lessons, one or more follow-up exercises for each lesson, practice sheets which may be duplicates of published materials, and assignments in published skillbooks. The post test is the last component in each skillbook. (The skillbook format is the same for the areas of comprehension, structural skills, and word meaning; once the mechanics of the program have been learned for comprehension, the student is familiar with procedures to follow for the other skills areas.) (See Appendix C-1). These skillbooks are used by teacher and student whether it is an individual or group lesson. A separate booklet contains the teacher's answer keys.

The number of comprehension skills ranges from six at Level V to twenty at Level VIII. Criterion-referenced pretests may be used to provide the profile of skills needed by individual students.

Lessons are introduced by skill groupings. Students whose past competence has indicated an ability to work independently may proceed individually under the teachers' close supervision. Close monitoring during the introduction of the lesson, the follow-up exercises, and the independent practices helps assure mastery of the skill before the post test. Prior to the formal comprehension skills program these skills are developed through oral reading and reading basal texts.

Materials for the Comprehension program include:

Teachers' Manuals - Levels IV and V only
Pupils' Skillbooks
Teachers' Answer Key Books
Consumables: parts of pretest; evaluation and recording materials (Appendixes C-2 - C-5)

4 - Structural Skills - (AIRS Levels V-X)

Skill lessons are teacher-directed. Follow-up activities, practices, and reinforcement exercises are assigned or teacher-directed according to the teacher's judgment. Spelling exercises consisting of word lists and sentences reinforcing the skill are available for each lesson. (Appendix D)

Post tests determine mastery before the introduction of the next skill. Pretests for each skill are available; these may be used at the teacher's discretion for evaluation purposes.

Materials for the structural program consist of:

Teachers' Manual containing all skills and answer keys

Pupils' skillbooks (packaged in the same format as the Comprehension skillbooks)

Student profile sheets

5 - Word Meaning - (AIRS Levels III-X) (Appendix E)

Skill lessons are teacher-directed. Follow-up activities, practices, and reinforcement exercises are assigned or teacher-directed according to teacher judgment.

Post tests determine mastery before the introduction of the next skill. Pretests for each skill are available; these may be used at the teacher's discretion for evaluation purposes.

Materials for the Word Meaning program consist of:

Teachers' Manual containing all skills and answer keys

Pupils' skillbooks (packaged in the same format as the Comprehension skillbooks)

Student profile sheets

MANAGEMENT of the skills program is facilitated by maintaining a double-pocketed folder containing profile sheets, prescription sheets, and a notebook for each area of the program which has been assigned.

When available, aides can assist with record keeping and monitoring.

Close supervision by a Reading Specialist or by qualified personnel helps assure careful follow-through on all phases of the program.

One of the outstanding features of the AIRS program is its provision of clearly defined lesson plans for all teachers. Manuals and lessons also provide detailed instruction for presenting lessons for each skill. As a result, teacher planning time is greatly reduced.

FACTORS CONTRIBUTING TO THE SUCCESSFUL DEVELOPMENT OF READERS who are not only competent but who have discovered the benefits and the pleasures of being capable readers has been accredited to

-- the close monitoring of all phases of the program
-- the concentrated reinforcement of each skill until mastery is achieved
-- the clear delineation and coordination of all materials
-- the accessibility of materials to both teacher and student
-- the continuity of the program from year to year: the pupil's folder accompanies him from year to year, school to school, within the system so that his instructional program is uninterrupted.

II. INDIVIDUALIZED READING, the second segment of the program, begins when a child is ready (usually the middle of grade 2). As the student's reading skills become more firmly established requiring less time for skills instruction, more time is provided for individualized reading. This component of the program is designed to help students comprehend and interpret stories and to foster an appreciation of literature. When a child completes a book, he has an individual conference with the teacher during which they exchange opinions, interpretations, and attitudes about the book. (Small groups may function in the same manner as an individual.) (See Appendix F)

Teachers' Manual which explains the philosophy of individualized reading, an outline of procedures for its use, and helpful information concerning conferences, record keeping, and follow-up activities

Conference cards (packaged in sets of 50) to accompany 700 specific trade books

Activity cards which may be used with any trade book (i.e., school or public library, personal, etc.); general questions would require following specific instructions given on the card.

III. The FREE READING segment provides time during school for a child to read books he has chosen from a library. This component was built into the program to develop the concept that reading can be a vehicle for pleasure, information, or any personal pursuit the student wishes. As an extension of the free reading period in school, the teacher encourages the student to supplement this reading at home. Conferences for this program are less structured and no additional activities are required such as book reports or specific vocabulary checks. Whenever possible conferences are conducted with groups of children who have read the same book.

EXPANSION OF AIRS SINCE JDRP VALIDATION, through the development of additional components, provides a total language arts program (Appendix G):

--Andover's Integrated Spelling Program for Grades 3-6 is the sequel to Andover's Integrated Reading, Writing, and Spelling Program for Grades 1 and 2. It is composed of two major areas. The first provides word lists and sentences for dictation to parallel the existing structural skills program above the primary level. The second consists of Spelling Lists for grades 2 through 6. Each area builds upon the other and the two areas are taught simultaneously, but in such a way that the Structural Skills lessons with spelling generalizations are taught before the Spelling Lists containing the same elements.

--Andover's Language Arts Program which provides a sequenced progression through grammar, capitalization and punctuation to supplement the structural/spelling skills, word meaning, and dictionary skills from grades 3 through 6.

--Andover's Transitional Program, a phonetic decoding program which may be used to facilitate the transition from a learning disability program to the appropriate level of AIRS, or to provide remedial phonetic instruction whenever needed.

DISSEMINATION AND ADOPTION INFORMATION:

VISITATIONS: The scope of the AIRS program is extensive. Only by visiting a school where the program in its entirety is being used can a realistic evaluation as to its effectiveness be made.

Systems or districts interested in AIRS should arrange to visit Andover. At least one full school day is necessary to see all phases of the program. Time should also be planned for conferring with the Project staff to discuss other phases involved in adoption and to answer questions which have arisen during the classroom visits.

INTRODUCTORY MATERIALS: A filmstrip-cassette package prepared by the American Institute of Research and distributed by the National Audio-visual Center in Washington is available. This may be utilized in local school district meetings and as an additional vehicle for an overview of the program and its management.

TEACHER TRAINING: Adoptive sites should have specified persons (Reading Specialists, if available) who would work with staff at the Project site for a minimum of three days to become familiar with all information necessary for the implementation, management, monitoring, and on-going evaluation of the program in their local system.

Workshops for all administrators, teachers, aides, and others involved in the implementation of the program will be held at the adoptive site. The recommended time is a minimum of four and one-half days. This could be modified if the total program were not implemented initially.

The workshops are followed by four two-day sessions at the adoptive site. During these visits, Project staff will visit classrooms and confer with teachers, specialists, monitors, and/or administrators to help evaluate progress.

MATERIALS: The design of AIRS provides for individualization or skill group teaching. Where sharing of materials between classrooms is feasible, fewer copies of each are needed.

With careful management, teachers' manuals, students' skillbooks, and the non-consumable pretests can usually be used for 5 years. Consumable items consist of record-keeping sheets, students' notebooks, and some of the tests at the lower levels.

Some published skillbooks for additional reinforcement practices are assigned to supplement exercises in the students' books.

(Project staff will assist in conducting a needs assessment to help adoptive sites decide which materials would be most beneficial for the original implementation and follow-up phases of the adoption.)

COST OF REPLICATION of the Skills Program varies with the needs of each adoption. Implementation of the complete program should be planned in two phases. Start up cost for each phase is estimated at about $10 per pupil. However, potential adopters' needs would determine the components to be adopted and grade levels to be served. Other considerations would be the existing availability of required basal and published skillbooks already in the system.

Consumable items for the skills program approximate $1.50 per pupil.

Initial cost of implementation of the Individualized Reading component is less that $1.00 per pupil each year if the trade books are already available.

RESULTS: When AIRS was first introduced in Andover, students in grades 1-6 performed at or just above the 50th percentile in reading comprehension. After three years, students' performance was decidedly above the 50th percentile as measured by the Primary Cooperative Tests and the Sequential Tests of Educational Progress published by Educational Testing Service, Princeton, New Jersey. The mean scores of students in all grades (1-9) were above the 70th percentile and those in grades 1, 4, 5, and 6 were above the 90th percentile, which is one year to one and one-half years above grade level.

APPENDIXES

Appendix A Skills Continuum and Appendix B-1 were removed due to small type.
Andover's Individualized Reading System, Dept. of Public Schools, Andover, Massachusetts.

AIRS Level III

Level III Test Analysis Sheet (Continued)

Pug plans 23-48
Sun Tree
Zip! Pop! Go!

School _____ Grade _____ Rm. ____ Teacher _____ Group _____ Date _____

Pupil's Name	Test 4 Vowels in Context Long	Test 4 Vowels in Context Short	Test 5 Marking Vowels Long	Test 5 Marking Vowels Short	Test 6 Sounds of s s	Test 6 Sounds of s z	Test 7 Silent Vowels	Test 7 Silent Cons.	Test 8 Alphabetic Knowledge (..Note	Test 9 Alphabetic Sequence reversals..)
No. of Items 140	5/5	5/5	8/8	2/2	3/3	3/3	6/6	4/4	26/26*	13/13*
1. Mark			a ā e ē		✓			Kn		
2. Peter				a e i						
3. Laura	a		a e							
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Analysis Sheet for Test Given at Level III at completion of pre-primer. Specific errors are recorded for each child.

Reminder to teacher: Please record specific error in appropriate box. *Total Mastery Required

Andover's Individualized Reading System

Name _____

STUDENT PROFILE FOR PHONETIC SKILLS, WORD RECOGNITION, AND SPELLING

		Phonetic Skills Record														Word Recognition				Spelling		
		Initial Consonants		Initial Blends & Digraphs		Short Vowels		Long Vowels		Other Vowels		Final Consonants		Final Blends & Digraphs		Date Given	Tester	Number Correct	Mastery Level	Date Given	Number Correct	Mastery Level
		#X	Max. #X	#X	Max. #X	#X	Max. #X	#X	Max. #X	#X	Max. #X	#X	Max. #X	#X	Max. #X							
Decoding	Level II - Test 4 Date 10/17 Grade 1 Total Errors 4 Mastery Level 51/57	/	2	-	-	2	1	-	1	-	-	/	2	-	-	-	-	-	-	-	-	-
Decoding	Level III - Test 10 Date _____ Grade _____ Total Errors _____ Mastery Level 60/67		1		1		1		1		0		2		0			/231	208/231		/20	18/20
Decoding	Level IV - Test 14 Date _____ Grade _____ Total Errors _____ Mastery Level 153/170		2		4		3		2		3		3		2			/232	224/249		/20	18/20
Encoding	Level V - Parts 1, 2 Date _____ Grade _____ Total Errors _____ Mastery Level Part 1 129/143 Part 2 36/40		2		3		3		3		4		2		2			/308	209/232		-	-
Encoding	Level VI - K Date _____ Grade _____ Total Errors _____ Mastery Level 170/189		4		3		4		2		2		4		2			/316	277/308		-	-
																	Level VII		284/316		-	-
																	Level VIII		58/64		-	-

CODE: #X - refers to the total number of errors made in each subskill.

Max. #X - refers to the total number of errors allowed per subskill.

Student Profile of Errors recorded. Code: Number Correct Cumulative through Level VI. Includes Word Recognition and Spelling Scores from AIRS Level VII

APPENDIX B-3:
Phonics Test,
Word Recognition,
and Spelling

23. RECOGNITION OF DETAILS

Lesson

After you have decided the topic of a paragraph, or the one subject that every sentence is talking about, you can pick out the main idea, or the idea which is the most important thing said about the topic. It is also important for you to recognize the details within the paragraph that support this main idea.

Everything about a camel's body makes it easy for it to live in the desert. Its eyes have long lashes which protect it from windblown sand. The nostrils are muscular so that they may be readily closed, or partly closed to keep out the sand. The form of the body, with the long neck and the hump provides a large surface area which allows for easy loss of heat.

Every sentence in this paragraph is talking about the camel and its body. Therefore, the topic is: The camel's body. The main idea is the idea expressed in the first sentence.

Topic or Title: The Camel's Body

Main Idea: How the camel's body helps it adapt to desert living.

Details: The following is a list of details which show why a camel can easily live in the desert.

1. long eyelashes
2. muscular nostrils
3. the form of the body

On the following page is another example of how details, topic, and main idea fit together in a paragraph.

23. RECOGNITION OF DETAILS

Lesson (continued)

Let us try one more:

3. Life in the mysterious and deep jungle of the Amazon River Valley is not at all like life in the United States. In the United States the seasons of the year are very different. This is not true in the Amazon Valley. There it is always hot and humid. Over 80 inches of rain fall there every year. There are very few people living in the Amazon Valley, but many scientists go there to study the wildlife and the small number of primitive Indians. Many birds and poisonous snakes live in the Amazon Valley. Many different kinds of monkeys, that have never been seen in zoos, inhabit this vast wilderness.

The topic of this paragraph: Unusual things about the Amazon River Valley

The main idea: Life in the Amazon River Valley is very different because of the unusual things found there.

In your notebook, finish writing the details which tell <u>why</u> the Amazon Valley is unusual:

1. One season per year.
2. _____ .
3. _____ .
4. _____ .
5. _____ .

(Answers are at the bottom of the page.)

Answers: 2. Over 80 inches of rain
3. Few people
4. Many birds and animals
5. Many poisonous snakes

LEVEL VIII COMPREHENSION ANALYSIS SHEET

School_____ Name_____ Gr._____ Date_____ Group_____

SECTION I

4. Recall of Details (20) ___%

1 2 3 4 5
6 7 8 9 10
11 12 13 14 15
16 17 18 19 20

SECTION II

3. Main Idea (10) 90 %

(1) 2 3 4 5
9 48 49 56 57

23. Recognition of Details (10) 100 %

37 46 47 50 62
72 74 76 77 78

16. Literature (including 20 Myth) (10) ___%

6 11 18 21 39 51 52 53 54 55

15. Implied Main Idea (10) 70 %

(14) (16) 19 22 28
(32) 35 44 [illegible] 69

24. Recog. of Irrelevancies (10) ___%

[illegible] 26 36 42 43
[illegible] 73 75 [illegible]

26. Titles and Topics (10) 80 %

(10) (17) 20 23 33
38 58 60 64 65

17. Locating the Answer (10) ___%

7 13 27 45 66
67 68 69 70 71

5. Inference (10) ___%

8 12 24 25 29
30 31 34 40 41

If follows Level VIII (if given). Correct question numbers encircled. A score of 80% mastery on one test does not insure mastery on another. Skill considered

SECTION III - HAND SCORED

1. Context Clues (35) ___%

Part I 1 2 3 4 5
Part II 1 2 3 4 5
6 7 8 9 10
Part III 1 2 3 4 5
6 7 8 9 10
Part IV 1 2 3 4 5
6 7 8 9 10

2. Following Directions (30) ___%

Part I 1 2
Part II 3 4 5 6 7
Part III 8 9
Part IV 10 11 12 13 14
15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30

7. Sequence (25) ___%

Part I 1 2 3 4 5
Part II 1 2 3 4 5
6 7 8 9 10
Part III 1 2 3 4 5
6 7 8 9 10

18. Maps (25) ___%

1 2 3 4 5
6 7 8 9 10
11 12 13 14 15
16 17 18 19 20
21 22 23 24 25

SECTION IV

8. Cause and Effect (10) ___%

1 2 3 4 5
6 7 8 9 10

11. Fact and Opinion (10) ___%

21 22 23 24 25
26 27 28 29 30

13. Footnotes (10) ___%

41 42 43 44 45
46 47 48 49 50

9. Character Analysis (10) ___%

11 12 13 14 15
16 17 18 19 20

12. Figurative Language (10) ___%

31 32 33 34 35
36 37 38 39 40

14. Humor (10) ___%

51 52 53 54 55
56 57 58 59 60

19. Mood (10) ___%

61 62 63 64 65
66 67 68 69 70

Name _____ Grade or Age _____ Room _____ AIRS Form #11 6/77

ANDOVER'S INDIVIDUALIZED READING SYSTEM
COMPREHENSION PART I, II, III, IV

AIRS STUDENT PROFILE

	Sequence of Instruction	IV	V	VI	VII		VIII	IX	X
PART I	4. Recall of Detail					4. Recall of Detail	80		
PART II	3. Main Idea					3. Main Idea	100		
						Implied Main Idea	9/6 9/15 70 80		
						26. Titles & Topics	100		
						27. Writing Titles	9/16 9/22 70 100		
						23. Recognition of Details	9/23 80		
						24. Recognition of Irrelevancies	60		
						17. Locating the Answer	70		
						16. Literature			
	5. Inference					5. Inference			
PART III	1. Context Clues					1. Context Clues			
	Following 2. Directions					Following 2. Directions			
	7. Sequence					7. Sequence			
						18. Maps			
PART IV						8. Cause & Effect			
						9. Character Analysis			
						11. Fact & Opinion			
						Figurative 12. Language			
						13. Footnotes			
						19. Mood			

Cumulative Profile Sheet
Results of Pretests recorded from Analysis Sheet.
Record of progress.
Used to prepare Prescription Sheets

Code:

- Mastered (80% or more) on Pretest
- Pretest score between 70 & 79
- Date begun
- Date finished
- Pre* & Post test scores

Post Test Scores below 80% should be entered in red.
*Levels VII - X

Tests Given	
Date of Test	Level of Test
9/10/75	VIII

Tests Given	
Date of Test	Level of Test

Tests Given	
Date of Test	Level of Test

Tests Given	
Date of Test	Level of Test

APPENDIX C-3
Comprehension Student Profile Sheet

AIRS FORM #6

AIRS PRESCRIPTION SHEET

Name _____ Rm. ___ Grade ___ Teacher _____

Area Comp. Level VIII Skill Folder No. 15

1 No. Lessons | 1 No. Follow-ups | 13 No. Practice Sheets

Skillbooks: Barnell Loft - Getting the Main Idea - E (8 units)
Gates Peardon - What Is Story About? - E7 (10 units)

Record of Completion:

Date Skill Begun 9/16 Date Skill Completed 9/22

Lesson:	1-	2	3	4	5	6
Date Completed	9/16					
Follow-up	**A**	**B**	**C**	**D**	**E**	**F**
Date Completed	9/16					
Percent	80					

Post Test 90 % (Mastery 80%)

Date	Skillbook Title or Skill Sheet	No.	Number Correct Needed	Number Correct	Teacher Comment
9/17	A-1	3	2	3	
	A-2	3	2	3	
	A-3	5	4	3	Carelessness!
9/20	B-L(E)	10	8	9	

Date	Skillbook Title or Skill Sheet	No.	Number Correct Needed	Number Correct	Teacher Comment

Prescription Sheet (required for all students.) Assigns skill and shows record on scores as well as post-test scores. Practices.

APPENDIX C-4 Comprehension Prescription Sheet

AIRS Level VIII -IX - X

Class Record Sheet

	NAMES Last	First	Pretest Hours Section	Recall of Details 4	Pt. 1 6 I Main Idea 3	Pt. 4 4 II Implied Main Idea 15	8 Finding Facts and Topics 26	6 Writing Titles 27	4 Recog. of Details 23	4 Recog. of Irrel. 24	4 Loc. the Answer 17	6 Literature 16	2 Inference 5	8 Context Clues 1	Pt. 2 8 III Following Directions 2	6 Sequence 7	6 Maps 18	Pt. 2 8 Cause and Effect 8	Pt. 2 2 IV Character Analysis 9	2 Fact and Opinion 11	2 Figurative Language 12	2 Footnotes 13	6 Mood 19	2 Taking Notes 2	2	
1.	James			9/16																					
2.	Bonnie					9/16																			
3.	Fred			9/16																					
4.																									
5.																									
6.																									
7.																									
8.																									
9.																									
10.																									
11.																									
12.																									
13.																									
14.																									
15.																									

CODE: X-passed skill on pretest

(...) -pretest score between 70 & 79

Date begun
Date finished
Pre & Post test scores

Post Test Scores below 80% should be entered in red.

APPENDIX C-5

Comprehension Class Record Sheet
(Reduced)

STRUCTURAL SKILLS

2. PLURALS Level VI

Code: (Rule 2)* To make the plural form of some words, you add s.

AFTER FOLLOW-UP A

LIST 1	LIST 2	LIST 3
1. parks	1. cooks	1. rules
2. pails	2. cracks	2. wagons
3. heads	3. dates	3. sands
4. papers	4. jars	4. seats
5. clerks	5. dimes	5. pipes
6. cents	6. tricks	6. stores
7. clocks	7. trucks	7. stoves
8. drays	8. roads	8. tables
9. clowns	9. trunks	9. plants
10. coats	10. ropes	10. homes

LIST 1

1. I didn't see any clowns in yellow coats.
2. Sam found clocks, pails, papers, and nine cents in the yards.
3. Are the parks very hot in June?
4. "The clerks lost the new book," said my friend.
5. No, John, those old carts are called drays.
6. The dogs all have white heads.

LIST 2

1. Bob and I saw many great cracks in the roads.
2. Did you see the cooks put the jars away?
3. "Put the ropes in the trunks," said Mr. White.
4. My sister lost all four dimes on Monday!
5. The trucks on the road carry dates.
6. My cousin can do tricks and jump rope.

LIST 3

1. In July the stores will sell tables, stoves, and plants.
2. "The wagons are here," yelled Bill.
3. I will move the seats to the other side of the room.
4. Father said, "John, get those pipes!"
5. Have the birds gone into these homes?
6. John broke many rules!

*See AIRS Structural Skills-Generalizations, Page 1, Skill 2. Plurals

6. HOMONYMS

Lesson 1 Level VIII

Homonyms are words that sound alike but have different spellings and very different meanings.

You know many homonyms even if the word homonym is new to you.

For example: Read the sentence below and notice the homonyms.

You know (no) many homonyms even if the word homonym is new (knew) to (too, two) you.

To recognize a homonym and know the correct one to use means that you must learn the meaning of each homonym and then use the context to decide which word is meant. Let us practice:

He is (to, two, too) years old.

He is going (to, too, two) my house.

He is sick, (to, too, two).

To, two, too are all pronounced exactly alike. But their spellings and meanings are very different. The rest of the sentence told you which of the (to, two, too's) to use. What you had to know was what "too" means, what "to" means, and what "two" means.

(two - means a numeral or a number
to - means toward
too - means also)

We can say then that knowing homonyms means knowing the meanings of the words and recognizing which meaning is needed.

APPENDIX E
Sample Word Meaning Lesson

Ben and Me
by Robert Lawson

Vocabulary

1. maxims (18)
2. ludicrous and bedraggled apparition (27)
3. an appearance of the utmost despondency (30)
4. a dissemination of knowledge (31)
5. this scurrilous counterfeit (36)
6. radical tendencies (68)
7. a bereft family (83)
8. always ready for an affray (86)

Comprehension Check

1. What do you think is the most humorous part of the book? Tell why.
2. Benjamin Franklin was a scientist, inventor, printer, editor, author, soldier, statesman, and philosopher. Choose one area and do some research to find further information.
3. Choose one of your favorite illustrations and tell why you chose it.

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(Copy of AIRS Individualized Reading Conference Card)

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ROLE OF TEACHER IN INDIVIDUALIZED READING (SELF-SELECTION)

PREPARATION:

1. Familiarize oneself with the books to be used, and with Andover's Individualized Reading Guide.

CLASSROOM INVOLVEMENT:

- Ensure proper environment
- Provide IR notebook for vocabulary words
- Check progress once a week
- Provide system for having regular conferences
- Keep accurate records
- Provide time for follow-up activities if desired
- Provide for group discussion when feasible

NOTE: Beyond the beginning reading level (Phonetic Skills, Level V), 60% of the student's reading time is spent on individualized reading which includes trade books with related activities, recommended literature selections (Newbery, Honors, Great Books), and "free" reading.

GRADE 5

Andover, Massachusetts

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Andover's Language Arts Continuum

Individualized Reading	*Reading Comprehension	Grammar	Usage	Spelling Program: Spelling Rules	Spelling Program: Spelling Lists	Dictionary and Word Meaning	Capitalization and Punctuation		Handwriting	Composition Skills
Source and AIRS Level										
AIRS Trade (Library Books)	AIRS Blue Skill Center Level IX	White Booklets Grade 5		Teacher's Guides: Red Looseleaf Levels VIII-X	Teacher's Guides: Red Booklet Grade 5	AIRS Yellow Skill Center Level IX	Red Booklet Grade 5		Zaner-Bloser Guide	Classroom Language Lab and/or Media Center
Child chooses a book and completes activities which reinforce skills and foster an enjoyment of reading.	Recall of Details Main Idea Implied Main Idea Titles & Topics Writing Titles Recognition of Details Recognition of Irrelevancies Locating the Answer Literature Inference Context Clues Following Directions Sequence Maps, Charts, Graphs, etc. Cause & Effect Character Analysis Fact & Opinion Figurative Language Footnotes Mood	Recognizing Sentences Nouns Subject and Predicate Pronouns Verbs Adjectives Adverbs Prepositions Conjunctions Interjections	Pronoun Usage Verb Usage Adverb and Adjective Usage Preposition Usage	Hearing Syllables Plurals Derived Words Contractions Plurals, Possessives, and Contractions Root Words Syllables Prefixes and Suffixes	Long and short vowel words Words with other vowel sounds Review Words (long, short, and other vowel sounds) Sight Words Review (sight words) Plurals Derived Words Review (plurals and derived words) Homonyms Demons	Compound Words Categorizing Guide Words Re-spellings Homonyms (ongoing) Synonyms Antonyms Pronoun Referents Multiple Meanings Appropriate Meanings Content Vocabulary	Capitalization: First word in a sentence First word in a line of poetry Names, I, titles, and initials Family relationships as names Months, days Geographical names Nationalities, languages Organizations School courses Letters First word in a quote	Punctuation: End of sentence, quote (inside) Period: initials abbreviations Comma: dates quotes addresses after yes, no, etc., at beginning of a sentence direct address items in a series too meaning also appositive common expressions compound sentences letters Quotations: exact words put , . ? inside Colon business letter	Cursive writing ongoing	Paragraph: Topic sentence and five related sentences Compositions Two paragraphs about one topic Monthly book report Poetry Friendly letter Business letter

*Teacher directed or individually paced according to child's learning style.

APPENDIX G

Language Arts Continuum Grade 5

Excerpts from "Report on AIRS - September 29, 1977", Southern Berkshire Regional School District, Massachusetts:

"At the September 28 meeting at the New Marlborough Central School, the teachers were asked for some comments about the program. The comments were:

'As we work through it I have found the answer to many of my questions.'

'The program is easier to do than I thought. Less frustrating as all the students are doing a good job.'

'It is organized and structured and I like structure."

'I am enthusiastic about the low groups that I work with on Level V. They are successful, working and enjoying it.'

'The students are getting better at the dictation, and are better (in dictation) than students in other years.'

'I can't believe how relaxed I am this year.' "

APPENDIX H